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This curriculum guide for Wisconsin's secondary schooi French programs begins with a section on guiding principles, briefly covering such concepts as the nature of language, the length of language study, language selection, the place of English in the foreign language classroom, the place of grammar, and the prereading phase of second language learning. New approaches to scheduling are also presented. The major portion of the guide is devoted to the skill and content tables which chart desired student progress in the areas of French phonology, morphology, syntax, vocabulary, and culture. Content objectives are outlined in a 4-year sequence for levels 1-4, and a 6-year sequence is outlined for grades 7-12. For similar guides for German, Spanish, and Russian, see FL 000 643, FL 001 014, and FL 001 015 respectively. (AF)

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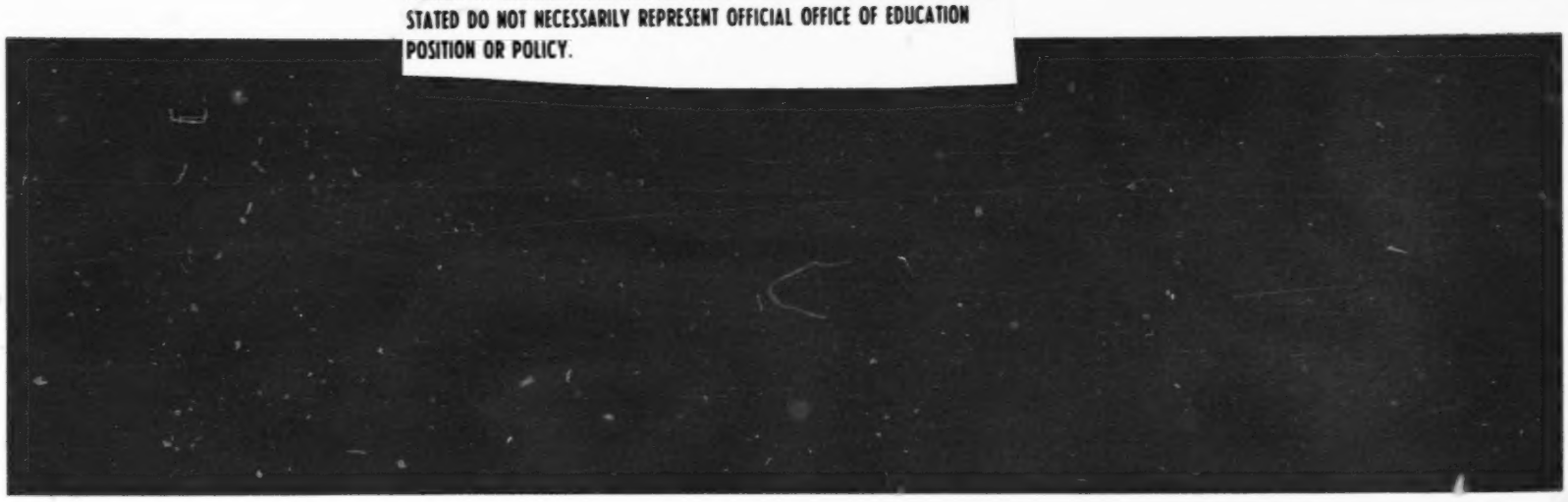
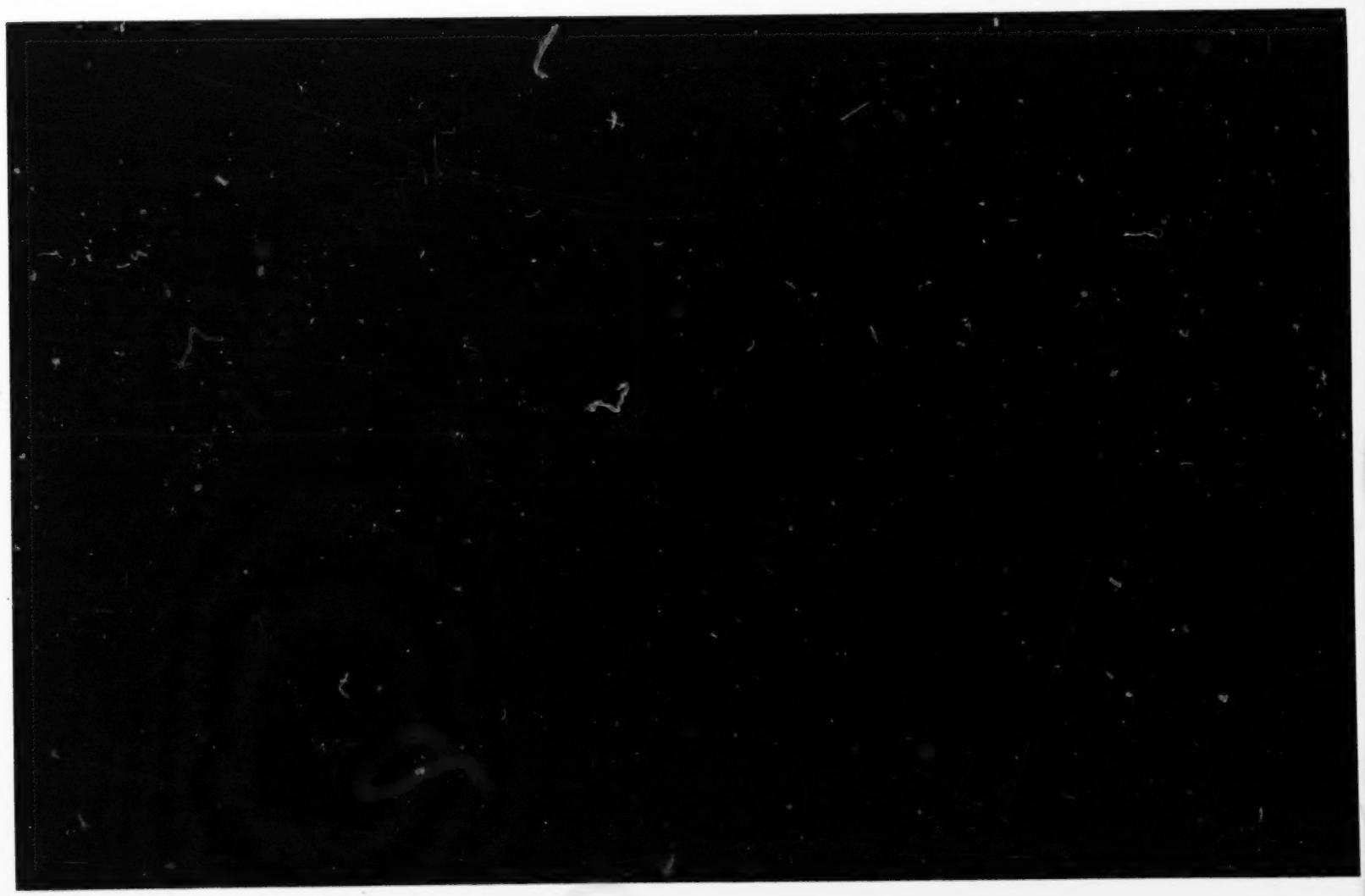


FRENCH

CURRICULUM GUIDE

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
WILLIAM C. KAHL, STATE SUPERINTENDENT



FL 001 013

FRENCH CURRICULM GUIDE 7—12

Basic Content Objectives for the Junior High School and Senior High School French Program.

William C. Kahl, State Superintendent
Wisconsin Department of Public Instruction
Madison, Wisconsin 53702

FOREWORD

For more than two years the French Curriculum Committee, along with a number of dedicated consultants, has been struggling with the problem of specifying those language skills and related areas of knowledge which are needed for communicating in French. In the course of developing the *French Guide* the committee decided upon the following basic principles:

1. Due to the high mobility of students throughout the state, it is essential that French teachers *at all levels* agree upon the *basic* objectives and content of the French curriculum. Such agreement is essential to the welfare of the student and to the progress of French as a discipline.
   This agreement is also imperative because of the articulation problems created by the increased number of students going on to college and the greatly expanded foreign language enrollments below grade nine.
2. It is not the aim of this *Guide* to prescribe methods of instruction or texts and materials. The quality of a French program must be measured by the extent to which the goals are achieved rather than by the methods and procedures of achieving them.
3. The study of French has a unique contribution to make to a student's understanding of the world, past and present, and to a greater appreciation of his own language. For the student to realize full value from his study of this important world language, he must develop reasonable proficiency in the fundamental language skills which then become the vehicle for acquiring knowledge and understanding of the way of life of French-speaking people.

It is hoped that this publication will prompt all concerned to reexamine the comprehensiveness and soundness of the French program in the local schools with regard to the skills and related areas of knowledge which are presented in the *French Guide*.

To the many educators who have so zealously worked to prepare this publication, the Wisconsin State Department of Public Instruction expresses deep appreciation.

WILLIAM C. KAHL
State Superintendent
of Public Instruction

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Guiding Principles for the Foreign Language Curriculum

A. Reasons for Learning a Foreign Language

1. General education

Foreign language study, classical or modern, has a unique contribution to make to a student's education. Foreign language study:

Contributes to student's understanding of the world,
Assists in greater appreciation and knowledge of American English,
Provides for direct experience with a different culture,
Makes students aware of another people's way of thinking,
Gives linguistic assistance to students in the age of travel, whether it be for leisure or business,
Gives insight into problems faced by foreign visitors to the United States,
Facilitates learning another language,
Provides a skill necessary in our modern world, and
Enriches cultural and aesthetic phases of human existence.

2. Vocational

Today's student has many more opportunities than ever before to use a foreign language in such areas as:

Peace Corps,
International trade,
Government service,
Education,
Armed Forces,
Exchange student programs,
Scholarships in a foreign country,
Charitable organizations,
Research,
Services such as hotel clerk, travel agent, etc., and
Travel.

3. National needs

Because of language diversity, direct communication is impossible between a majority of the world's nations. Since no country has demonstrated a willingness to abandon the mother tongue, surely the responsibility for bridging this gap in communications falls equally upon each nation. In the present period of world upheaval Americans cannot, by means of inadequate language programs, convey the impression that all other countries are expected to learn English in order to communicate with the United States.

B. The Nature of Language — Implications for the Curriculum

1. Any language is a form of behavior which embraces all human endeavor. As it develops over the centuries it comes to reflect the cultural patterns of the people who use it as their means of daily communication. Used for the expression and preservation of intellectual activity, it becomes the vehicle for the transmission of organized knowledge. All "natural" languages originate as a system of vocal symbols. In civilized nations written symbols are also employed. Writing is a "shorthand" form of language which only partially represents the more complex sound system. Therefore, it is imperative that listening and speaking should be an integral part of foreign language instruction and should form the basis upon which the skills of reading and writing are built.

C. How Long A Language Should Be Studied

1. With regard to length of study, the first objective should be to establish a minimum of four sequential years in at least one foreign language. In schools not using the traditional schedule, a minimum of 600 total contact hours is suggested. Homework and out-of-class laboratory sessions are not included in this minimum figure.
2. Secondary school students should be encouraged to take a longer sequence in one foreign language, instead of dividing their time between two.
3. Where school organization permits and where a 9-12 program is in effect, the school system should be encouraged to extend the language down to grades seven or below. Every effort should be made to establish a separate track for the students who continue their study of a foreign language beyond grade eight. In no case is it advisable to combine continuing students from grade eight with those who are beginning the study of a language for the first time in grades nine, ten, or eleven.
4. Experience has indicated that the first year of a newly-initiated junior high school program should begin in grade seven only. Eighth graders should enter the program only after having completed the seventh grade program.
5. Pupils who have completed several years of study of a foreign language in elementary school should continue to be grouped in the same unit in junior high school, and a separate unit or grouping should be organized for those just beginning foreign language study at this level; to do this, a "multi-track" system for foreign languages will be needed in the junior and senior high schools.
6. Regardless of how early such study is first introduced, each language student should be assured that courses

will be available from the point of beginning through to the twelfth grade. In the case of a sequence of more than four years this may require a departure from the practice of holding full-period classes five days per week. For example, elementary pupils may have short daily periods while high school students may attend on alternate days in grades eleven and twelve. In other cases, teacher-supervised correspondence courses might provide advanced study where too few students have elected such courses.

D. New Approaches to Scheduling

1. Modification of the Traditional Schedule

In order to establish a longer continuous course of study of more than four years, many smaller schools have found it necessary to break with the tradition of offering foreign languages on a full-period or five-day-per-week basis. (Where enrollments permit the full offering of separate daily classes, this partial-unit approach should not be encouraged.)

Below is a sample of one scheduling pattern being used currently.

Grade	Monday	Tuesday	Wednesday	Thursday	Friday	Credits
6 (or below)	30 minutes daily, five days per week					
7	½ period	½ period	½ period	½ period	½ period	½
8	½ period	½ period	½ period	½ period	½ period	½
9	Full Period	Full Period	Full Period	Full Period	Full Period	1
10	Full Period	Full Period	Full Period	Full Period	Full Period	1
11	Full Period		Full Period		Full Period	3/5
12		Full Period		Full Period		2/5

The above schedule allows a student to stay with one program until he has achieved considerable mastery of the one language he has chosen. Also, it may permit him to alternate other subjects with advanced foreign language courses in the senior high school. Personal typing, gym class, and music or another foreign language are but a few of the numerous possibilities.

2. Flexible Scheduling

Computer-generated, flexible high school schedules are now being tried in Wisconsin and throughout the country. There are many approaches to flexible scheduling, and it is clearly not possible to discuss each of them within the scope of this bulletin. However, the introduction of such innovations requires basic changes in the way languages are taught. An example of one type of scheduling format is given below to illustrate the type of adaptations which the language staff will be required to make when flexible scheduling is adopted by the local school system:

a. Fifteen modules of time per week are allocated to each language. Each module is 20 minutes in length which is comparable to the traditional provision (i.e., 15×20 minutes $= 300$ minutes; 5×60 minutes $=$ 300 minutes).
b. Five of these 20-minute modules are committed to structured classroom activities. (They may be scheduled back to back to provide two 40-minute sessions and one 20-minute session or may be daily 20-minute meetings.)
c. Four of these 20-minute modules are committed to

structured laboratory activities which are supervised by the teacher. (This presumes adequate laboratory facilities and materials.)

d. Two of the 20-minute modules are scheduled back to back to provide one 40-minute large-group meeting each week. (For example, all first-year students are brought together to view a film, to be tested, or to engage in some other activity which is suitable for large-group presentation.)

e. Four of the 20-minute modules are "back scheduled." This means that various self-study activities will take place in these modules. Some students will go to the laboratory which is supervised by a semi-professional language laboratory director. They will engage in remedial drill work according to their special problems which the teacher has identified in the more highly-structured sessions. Other students will go to small-group instructional sessions supervised by regular teachers and intern teachers. Others will do enrichment work in the laboratory or in an instructional materials center where all types of audiovisual devices are available. And finally, there will be still other students who can achieve at a rather high level without making use of the back scheduled time. They will have these modules available to do other work either in foreign languages or in some other subject area.

All of this implies a much greater dependence upon student self-study. This, in turn, implies the need for self-instructional texts and tapes for the language laboratory. Where schools are moving toward the flexible schedule, language teachers would do well to begin selecting, well in advance, materials which the student can use by himself or which he can use with only the help of a semi-professional laboratory technician.

E. Who Should Study a Foreign Language

1. Everyone should have the opportunity to study a foreign language at some stage in his educational experience. He should be allowed to continue as long as his abilities and interests warrant.
2. It is better for a student to study one foreign language until he has achieved a high degree of proficiency than to study two or more languages for a shorter period of time. Those students, however, who have demonstrated success in their continuous study of one foreign language should be encouraged to add the study of a second language to their program.
3. Designation of language courses as "college preparatory" is to be discouraged. There are many young people for whom language study can be a profitable and enjoyable experience regardless of their vocational aspirations. Moreover, unlike the college-bound student, the terminal student may never have another opportunity for the unique experience which foreign language study offers.

F. Which Foreign Language Should Be Taught

1. Before introducing new languages or expanding the language program the school is faced with the following considerations:
   a. How many languages, modern or classical, can the school support without eliminating the possibility of offering third- and fourth-year courses?
   b. What language or languages do the people of the community and the students in school prefer?
   c. What is the availability of well-trained teachers who might reasonably be expected to stay with the program for a number of years?

   Each of these questions should be considered carefully.
2. In addition to offering one or more of the commonly-taught languages (French, German, Latin, or Spanish) each school district should consider the possibility of introducing another important world language. Items (a) and (c) above will be the limiting factors with regard to the neglected languages.

G. The Basic Objectives of Foreign Language Study

Students who complete at least the recommended four-year sequence of study in foreign languages *should have made considerable progress* in developing: (1) skill in the use of spoken and written language, (2) understanding about the way of life and the cultural heritage of the people who speak the language, and (3) understanding of how languages function along with certain relationships between English and the foreign language. The emphasis upon these objectives will vary according to the age of the students, the number of sequential years available, and whether or not the language is modern or classical.

Note: Comprehensive objectives for each level of both four-year and six-year sequences of study are given in Section II.

H. The Place of English in the Foreign Language Classroom

1. If the language objectives listed in Section G are accepted as valid goals, then it must follow that most of the instruction in the foreign language classroom will be conducted in the foreign language. As little English as possible will be used in the beginning courses, and, as a general rule, practically none in the advanced courses. In most Wisconsin communities, the language classroom and the language laboratory are the only places which provide an opportunity for the student to perform *in* the foreign language. Every minute spent in using English is time subtracted from the fulfillment of the ultimate goal of the foreign language program. However, many teachers believe that the use of English for specific purposes during a given class period can make for more efficient learning. The following suggestions are given as guidelines for the use of English in the foreign language class or laboratory:
   a. *giving directions about tests and drills*—A great deal of time can be wasted in trying to convey the mechanics of a drill to the student in the foreign language. In many cases this can be accomplished in a few moments by using English, thereby enabling the student to concentrate his efforts on practicing the language. The English directions can be followed immediately by directions in the foreign language.

b. *cues for pattern drills*—English may also be used discriminately as cues for pattern drills.

c. *understanding the meaning of foreign language utterances*—English approximations are often given to convey the general meaning of the words and sentences which the student is learning to say. Usually the student derives meaning passively from the written English but does not engage in active translation from one language to the other. Some teachers believe that English should not be used in this manner, but that meaning should instead be conveyed by visuals, realia, physical objects, dramatizations, and paraphrases in the foreign language.

d. *cultural notes and grammatical summaries*—Some teachers (and texts) include brief explanations of culture or grammar as they are deemed necessary for the student to progress without wrong learning taking place. At the very early levels the student may lack the vocabulary he needs to grasp a concept which is crucial to understanding.

I. The Place of Grammar in Foreign Language Teaching

The objectives listed previously call for the ability to communicate *in* the language rather than the acquisition of knowledge *about* the language. Foreign language teachers who pursue such objectives must attempt, therefore, to provide a maximum amount of meaningful, well-directed, active practice in manipulating the grammar of the target language. It is hoped that such practice will enable the student to develop habitual use of the grammatical forms of the foreign language to the extent that he can use these forms spontaneously to express what he wants to say in new and unexpected situations. While the need for adequate drill is seldom questioned, there is little agreement among teachers regarding the use of grammatical analysis in the learning process. Nor is there any substantial body of research to support the use or non-use of grammatical generalizations. In any case, the grammatical generalizations are thought of as a means to an end rather than as being important in and of themselves. Accordingly, a pupil's progress in the language must be evaluated in accordance with his ability to understand, speak, read, and write it rather than by his ability to talk about its structure in English. A rule of thumb would be, *"teach only that grammar which is necessary; do not assume that everything is."*

1. Presentation of Grammar

If it is accepted that some formal grammatical analysis is needed, then the teacher is faced with the decision of how it should be presented. Some feel that the students should arrive at the grammatical generalization through the process of inductive thinking, while others feel that the teacher should supply the grammatical principle in advance. Since there is no proof regarding which approach to grammar is more effective, it is perhaps best simply to present the two approaches and let the teacher decide which is more appropriate in a given situation.

2. Grammar through the Inductive Process

Instead of presenting the student with a rule on a platter, we set up a few carefully chosen illustrations of that rule and we lead him to discover through skillful guidance the relationship of the new element to others previously mastered and to formulate his observations into a law governing those cases. The inductive process has the following advantages: it causes concentration, it sustains interest, it gives to the neurons the stimulation that comes from the satisfaction of having accomplished by one's own efforts a worthwhile and difficult task, it assists the memory which retains more easily and more permanently any element that has been carefully observed and stayed with.
(From the "Cleveland Plan for the Teaching of Modern Languages.")

3. Grammatical Explanations before Drill

A brief and concise explanation of the grammatical principles about to be drilled may save time and expedite learning. However, the mistake which has so often been made in the past is to suppose that once a grammatical concept was intellectually understood, only a small amount of practice in uttering the right patterns and making the right choices was needed. . . . In order to reserve for the learner the greatest possible amount of time for indispensable practice, explanation should be used very judiciously and be limited to not more than five to ten minutes for even the most difficult concepts.
(From the *Spanish Bulletin* of the California State Department of Education.)

J. The Prereading Phase

1. Purposes

It is generally accepted that a language consists of a set of learned habits. These habits have been established in our native language through continuous repetition and reinforcement over a long period. It is not feasible to duplicate this process within the confines of a foreign language program offered in the schools. However, the prereading phase is an attempt to acquire some of the audio-lingual skills developed through the process of acquiring native language habits. The success of this phase depends upon the skill of the teacher in establishing correct habits of pronunciation, rhythm, intonation, and structural change without the interference of the written symbol. The prereading phase enables each pupil to enjoy a large number of opportunities to recite and, by immediate correction, to avoid the possible areas of difficulty which are encouraged by the reading of unfamiliar words before they are assimilated aurally.

2. Duration of the Prereading Phase

Teachers often wonder how much time should be spent on the prereading phase of instruction. An excessively long allotment of time to this phase can be damaging to an audio-lingual program. Some psychologists feel that when the pupil finds he must depend on ear alone, tensions may arise which will prevent him from learning what he has heard. This may cause an aversion to language learning which will be difficult to overcome.

It is known that many pupils develop visual images of what they hear and some may attempt to put them on paper. Pupils should be cautioned against attempting to write anything heard in class during this phase because such activities will only serve as obstacles to be overcome when reading and writing are introduced.

Most pupils are not accustomed to learning by ear alone. Accordingly, material must be covered slowly during this period. The teacher is the best judge of how long the prereading phase should be. It will naturally vary with the class. It may be terminated after the completion of a single unit or after as many as five units.

The element of boredom is a crucial one. If the class shows signs of extreme restlessness or reluctance to undertake yet another lesson based only on listening and speaking, it might be wise to introduce reading at that point in spite of possible recommendations to the contrary in the accompanying teacher's manual.

All during the prereading phase, there may have been some informal experiences with the written language through observation of posters, labels, and dates written on the chalkboard or displayed on the bulletin board as well as the incidental exposure to the written language in daily life which creates an awareness of sound-symbol correspondence. Whatever the length of the prereading phase, the teacher must be cautious not to permit the oral skills to deteriorate when the written language is introduced.

(Adapted from *Teaching Spanish on Level One,* The University of the State of New York, Albany, 1966.)

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"Should My Child Study A Foreign Language?", Publications Division of the National Education Association. Additional copies are available at 35 for $1.00 (Stock No. 051-01858). Publications Sales Section, Washington, D. C. 20036.

Voice of the Wisconsin Foreign Language Teacher. Vol. 7, No. 1; Winter, 1967. State Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53703. "Foreign Language Requirements for the College-Bound Student."

Also, note the new bulletin, "What About Foreign Languages." This is an illustrated brochure containing reasons why students of all backgrounds and vocational aspirations should be encouraged to elect a foreign language. Available from the Department of Public Instruction at above address.

Explanation of the Skill and Content Tables

A. The Essentials for Communication

In using Section II the "Essentials for Communication" pages are first unfolded from the front and back covers. These fold-out pages have the following functions:

1. They bring into focus the major course objectives;
2. They correspond, item by item, to the "Skills and Content" tables for each year (or level) of language study;
3. This format enables the curriculum planner to see how the course of study for a given year relates to the long-range objectives.

B. The Vertical Columns

In the vertical columns of this section an attempt has been made to identify those sounds, grammatical forms, and word order arrangements which the American youngster must master in order to communicate in the French language. Special emphasis has been given to the points of difficulty invariably encountered by the student of French whose native language is English. Points of pronunciation, grammar, and word order which are closely parallel to English are easy to learn and, therefore, are not mentioned.

In the vocabulary section it is clearly not possible to list all available words. That is the province of the lexicographer. However, it is possible to identify categories of vocabulary which must be learned if minimal communication is to take place.

Similarly with culture only areas which the student is likely to encounter and those which are appropriate to his age and maturity can be dealt with.

This Guide states at what level a particular item should have been covered. For instance, as far as grammar is concerned, it indicates at what level students should be expected not only to produce memorized patterns where this particular point is introduced, but to give an account for its use and spontaneously apply rules in various combinations. For example, the subjunctive is introduced as part of Level IV in the four-year sequence. This does not mean that students will never have had an opportunity to use the subjunctive before. Indeed, some textbooks introduce the pattern *Il faut que . . .* as early as the first year. But this does not mean that the teacher will explain the implications of the subjunctive and all its uses and nuances then. In Level I, it will have been presented as an idiomatic phrase to memorize; generalizations will come later, sometimes much later.

C. The Horizontal "Skills and Concepts" List

Reading horizontally, one can identify the learning problems which are unique to each skill. Clearly there are some items which are essential for all skills. On the other hand, there are items which are pertinent to only one of the skills. Teaching emphasis must reflect this fact. For example, inverted word order presents minimum difficulty in reading, but is of crucial importance in the active skill of speaking. Other items, such as literary vocabulary and certain subjunctive forms, need only be learned for reading recognition.

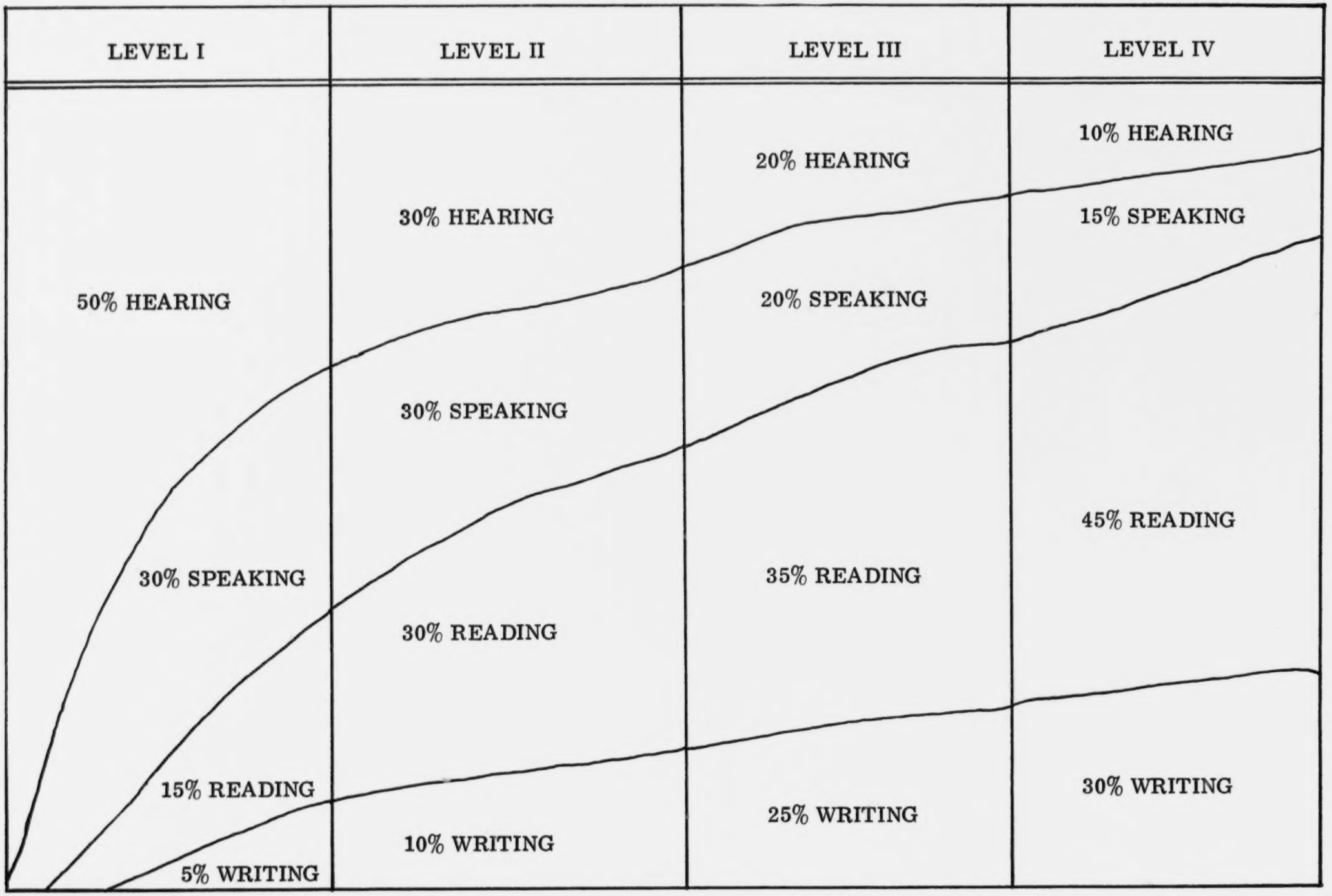
The committee agreed that the mastery of the four skills must be accompanied by a grasp of certain basic generalizations and concepts. These are listed in the bottom row of the table.

It should be noted that two separate sequences of study are listed. The longer sequence presumes six full sequential years of contact with the language. The shorter sequence may consist of four full sequential years or the equivalent number of contact hours distributed over a greater number of years in any one of many patterns of scheduling. (See Section I.C. above.)

D. Source of Terminology

This Guide has retained the traditional grammatical vocabulary used in most modern textbooks but its content has been established in constant reference to *Le Francais Fondamental*, 1st and 2nd degrees. This is the work of a group of French specialists published under the auspices of the Ministère de l'Education Nationale and distributed in this country by Chilton Books. *Le Francais Fondamental* attempts to present the essentials of the French vocabulary and grammar that should constitute the framework of a French language class. It relies on the fundamental notion of FREQUENCY of usage for vocabulary and structures in contemporary French, as it is spoken rather than written. In this Guide, we have tried to take into consideration both the notion of FREQUENCY *and* that of COMPLEXITY. Careful progression is necessary from simple to more complex material. Such a structure as "Il y a deux heures qu'on marche," is common enough. But it is clear that this form is too complex to be dealt with fully during the first year.

D. FLOW CHART OF THE PROGRESSIVE DEVELOPMENT OF THE FOUR SKILLS *



* Naturally, the percentages are only approximations. Classroom activities are far too complex to permit precise measurement of each separate skill.

Four-year Sequence Level I

Phonology	Morphology	Syntax
All vowel sounds particularly *u, eu,* nasals *in, on, an, un,* mute *e* Consonants and semi-consonants, especially *l, r, gn, oui, ui, ail* Stress and absence of stress Three basic patterns of intonation Obligatory liaisons	Determinatives, Definite Indefinite Partitive Possessive Demonstrative Nouns, singular, plural, masculine, feminine, regular, irregular only if frequent Adjectives, sing., plural, masc., feminine, agreement Pronouns, Demonstrative, esp. *ce, ca* Interrogative, *qui, que* Possessive, esp. *le mien, le tien, le vôtre* Reflexive Personal (subjects and objects) esp. polite *vous* and *on* when used for *nous* Verbs, beginning of regular verbs +*être, avoir, faire,* etc. Infinitive, present Future and immediate future Imperative (reg.) *Passé composé* (with *avoir* and *être* only for most common verbs) Reflexive (most common) Prepositions *de* and *en* in the construction: *une montre en or* Numbers, ordinals and cardinals (*deuxième* rather than second) Interrogative adverbs, *quand, où, comment, combien*	Basic word order in statements (direct style) Questions and commands, esp. order of pronouns in affirmative and neg. imperative Interrogative forms, esp. *est-ce que, qu' est-ce que* *Si* answer to negative question Position of adjectives Position of personal pronouns (with only 1 in sentence) Indirect style requiring only change in person, subject, and object, not in mood of verb Pattern: *Il y a* for quantity
Produce all sounds heard accurately Make obligatory liaisons Reproduce short sentences with correct stress and intonation		
All vowels, consonants, and semi-consonants, particularly *e,* and mute *e* Liaisons (obligatory and impossible) Syllable and word boundaries Stress and intonation		
Various orthographic representations All vowels, consonants, and semi-consonants, mute *e* Silent consonants *M* for nasals before *p* and *b* Liaisons		
French and English differ considerably in sounds and stress, and in orthographic representations of sounds.	Nouns, adjectives, and determinatives agree with each other and with verb forms. There is generally one verb form to each person. Nouns have no neuter gender, which means that memorization of *things* as being either *le* or *la* is obligatory.	Word order differs from English, especially in questions (several interrogative patterns co-exist), with adjectives, and with pronouns.

Four-year Sequence Level I

Vocabulary		Culture
800-1,000 words and expressions	In the context of the topics or units: greetings leave-taking classroom, incl. conversational terms numbers colors clothing clock time calendar time school building members of family, house parts and functions of body family life meals weather Christmas	Introduction to French culture should be *an integral and natural part of teaching French* but *should not take the place* of teaching the language. The environment of the classroom, French books, magazines, tapes, films, records, and pictures should stimulate the students' interest in learning about the following cultural items: French names forms of address courtesy patterns French school day and school year 24-hour clock French houses some typical foods and table manners French holidays, especially Christmas, Easter rhymes songs and music
500 words and expressions		
1,000-1,200 words and expressions	Nouns, verbs, adjectives, adverbs pertaining to these subjects as well as function words such as *et, ou, mais*	
500 words and expressions	Emphasis should be placed on *concrete, descriptive vocabulary connected with reality familiar to the students.*	The units of vocabulary are obviously linked closely to the study of culture. As much of this as possible is done in French.
In spoken and written form, words make up a language. To communicate in that language, one must grasp the meaning, isolated or in context, *without conscious reference to English.*		Cultural items are an integral part of a language. In listening to or reading the language, one must be aware of the nuances of cultural forms. To speak or write the language correctly also means to use culturally acceptable forms.

Four-year Sequence Level II

<table>
<tr><th>Phonology</th><th>Morphology</th><th>Syntax</th></tr>
<tr><td>Further work towards the mastery of sounds, especially those that differ most from English: r, u, etc.
Rhythm and melody of sentences</td><td rowspan="2">Prepositions and adverbs, esp. with geographic names
Personal pronouns, indirect object, y, en
Indefinite pronouns and adject., personne, rien, tout, quelqu'un, etc.
Compound pronouns with même
Verbs: imperfect, pluperfect
More irreg. verbs: Venir de, être en train de, Il faut plus infinite.
Relative pronouns, qui, que, ce qui, ce que
Adverbs of quantity, très, beaucoup, un peu, etc.</td><td rowspan="2">Position of personal pronouns when 2 in sentence
Position of negative particle ne . . . pas, ne . . . rien with auxiliary verb
Verb construction (direct or indirect object, or infinitive with or without preposition such as demander à)
Causative faire and verbs of perception
Construction: Si + present, with future in main clause
Various ways of expressing possession à moi, mon livre
Patterns: C'est . . . qui, C'est que, moi aussi, moi non plus
Position of adverbs, esp. beaucoup, assez, etc.</td></tr>
<tr><td>Same as above</td></tr>
<tr><td>Association of all French sounds with the right orthographic representations
Cognates
Homonyms (real and deceptive)
Technique in word attack
Accent and syllabication
Rhythm and melody of sentences</td><td></td><td></td></tr>
<tr><td>Association of all French sounds with the right orthographic representations with particular emphasis on mute letters and groups of letters
Homonyms
Capitalization of adjectives used as nouns and denoting nationality or city</td><td>Students should begin to express simple ideas, using correct verb forms for the present, future, passé composé, and imperfect.</td><td>Students should be able to express simple ideas, using appropriate word order in directed composition.</td></tr>
<tr><td>French pronunciation requires clearer enunciation, more articulation, and more tension sustained with lips rather than with breath, which has less force.</td><td>Tense functions often differ in French and English. There are many more verb endings in French than in English, and there are more irregular verbs. The range of meaning of prepositions differs in French and in English.</td><td>Direct and indirect objects have other position as nouns than as pronouns.
Complex and rigid word order in negative patterns with various particles</td></tr>
</table>

Four-year Sequence Level II

Vocabulary		Culture
1,000-1,500 words and expressions 800 words and expressions 1,000-1,500 words and expressions 800 words and expressions	In the context of the topics or units: daily routine telephoning shopping money sizes letters and post office restaurants doctor, dentist community transportation city landscape countryside, farming travel, customs animals holidays sports entertainments, arts . . . Vocabulary should include functional words such as *que, parce que, même si, à cause de, quand même . . .* and *current idiomatic expressions.*	Visual and audio-stimuli as well as the topics of vocabulary should suggest the following cultural items for study at the second level: forms of letters types of urban life types of rural life relationships (family, friends) France: landscape in regions main rivers and cities highlights of economy, industry, and present political situation holidays, festivals entertainments folklore proverbs music, popular and classical
Words and expressions in French are sometimes closely related to English but almost always differ in range of meaning. *Vocabulary is influenced by historical background, social customs, and other factors. Pay particular attention to cognates (false and true).		In listening and speaking, reading and writing, cultural patterns are obvious and must be observed by a native or non-native speaker of the language.

Four-year Sequence Level III

Phonology	Morphology	Syntax
Increased length and speed of utterances Nuances associated with different stresses and intonations	Comparisons, adject., adverbs Exclamatives, *que, comme, quel,* etc. Intensity expressed with *si, tant, tellement* Relative pronouns, *lequel, dont, où* Verbs, future perfect, past infinitive, conditional present, perfect More irregular verbs Passive voice Subordinating conjunctions with indicative	Word order in exclamations Construction: *si* + imperfect, conditional in main clause Use of future, future perfect, or conditional in subordinate with *dès que, quand,* etc. Word order in passive Transformation of direct speech into indirect speech (requiring use of conditional) Expression of duration, esp. *Il y a . . . que, cela fait . . . que, Depuis* construction, + present or imperfect
Perfecting pronunciation with increase in speed of the total utterance Greater awareness of minute pronunciation differences		
Perfecting of reading skill with increase in fluency and expression	The same plus *passé simple* and *passé surcomposé*	
Perfecting of writing skill with attention to individual needs	The same plus agreement of past participle with *avoir* in all cases	Using the above in the writing of directed compositions
Not all French-speaking people pronounce sounds alike. But French as it is spoken in the Loire Valley is considered the purest and is understood by all French-speaking people.	Various nuances associated with various uses of tenses in subordinate clauses	Time and duration are expressed totally differently in French and in English.

Four-year Sequence Level III

Vocabulary	Culture
Increase in vocabulary cannot be stated in figures. Passive vocabulary will of course be larger than active, but extent of both will depend on student's ability to speak and *read* French. A variety of readers may be used at this level. Much of the passive vocabulary will depend upon the selection of reading materials and textbooks. A vocabulary suitable for writing letters, outlines, reports, and compositions should be developed. Topical vocabulary should include: current events education government history biography Emphasis should be placed on 1) more *abstract* vocabulary connected with intellectual activity, criticism, judgment 2) vocabulary designed to express *emotions* and *feelings.*	Cultural items studied at the third level should include: France: government educational system recreation highlights of history Other French-speaking countries: Belgium Switzerland French Canada French influence in: Africa America The cultural study is done mainly in French, with some supplementary reading in English. It takes in: the listening to recordings and the viewing of films, filmstrips, and slides; the discussing of what has been heard or read; the reading of graded readers, periodicals, poetry, and literary prose; and the writing of letters, reports, and compositions to reveal understanding of the French culture.
Spoken and written vocabulary differ in volume and kind. The command of a large vocabulary can be achieved only through constant listening, speaking, reading, and writing practice, as can the ability to distinguish nuances in word meanings.	French culture must be evaluated objectively and on its own merits.

Four-year Sequence Level IV

Phonology	Morphology	Syntax
Poetic variations in the language, in phrasing, rhythm, intonation	Complement of adjective only when frequently used, ex: *plein de, utile à* Special uses of conditional Subjunctive, present, imperfect Subordinating conjunctions and verbs with subjunctive Revision of tense correspondence between main clause and subordinate clauses Past participle as adjective to replace a clause	Inversion of subject and verb in sentences other than questions Word order with series of objects Gerund with *en*
Perfecting pronunciation with attention to individual need		
Perfecting reading skill with increase in speed	The same plus subjunctive, past and pluperfect	The same plus participial clauses
Perfecting writing skill, punctuation, apostrophes, syllabication	Continuing practice in directed compositions Introducing and practicing free composition	
Poetic forms of the language may differ from everyday French. In turn, spoken French differs from written French. French requires strict punctuation.	Importance of subjunctive in French, but tendency to avoid all forms except present, especially in spoken French The same fact may be expressed from two different viewpoints through active and passive voice, but the latter is much less used in French than in English. *On* or reflexive forms are usually substituted.	Patterns are many but each of them is specific. Emphasis is often conveyed by use of specific pattern (as well as by use of different intonation, as is mostly the case in English).

Four-year Sequence Level IV

Vocabulary	Culture
Amount of active and passive vocabulary is a matter of student's individual progress. A high rate of active vocabulary should be aimed for through a wide range of conversational topics, giving the student the ability to communicate in the modern world. Choice of literary works is the teacher's, but should be based on the ability, interest, and maturity of the students, developing in them a sensitivity to the differences between spoken and written vocabulary and between contemporary and older literary forms, words, and expressions. Consideration may also be given to the grouping of college-bound and terminal students for selective reading. A writing vocabulary appropriate to the occasion should be mastered.	The increased ability of the students to communicate in French and to read everything from newspapers to works of literature makes possible an appreciation and understanding of French contributions to: literature painting sculpture architecture dramatic arts music sciences Current events are listened to, viewed, discussed, read, and written about. Books, periodicals, tapes, films, slides, records, and pictures are resource materials used directly by the students. The choice of these materials is the teacher's, but he should take into consideration the age, maturity, ability, and interest of the student. With a group of college-bound students, the teacher may want to consider some of the works outlined in the Advanced Placement Program.
Spoken and written communication employs a large volume and variety of words and expressions.	A knowledge of cultural forms and of the French heritage is a part of learning the French language. Works of literature can be appreciated best in the language in which they were written.

Six-year Sequence Grade 7 (Level I)

Phonology	Morphology	Syntax
All vowels, particularly *u, e,* and nasals, mute *e* Consonants and semi-consonants, especially *l, r, ail, gn, oui, ui* Stress and absence of stress Three patterns of intonation Liaisons	Determinatives, definite, indefinite, partitive, possessive, demonstrative Regular nouns, singular, plural, masculine, feminine Regular adjectives, with agreement Pronouns, interrogative *qui, que,* personal, subject, object Verbs: beginning of regular verbs, infinitive, present, *passé composé,* imperative, *être, avoir, faire, vouloir,* etc.	Basic word order Word order in statements (affirmative and negative including *n' est-ce pas* endings) Questions and commands, esp. *qu'est-ce que c'est, que* (or *qui*), *est-ce que?* Position of adjectives Position of personal pronouns (when only one is present in sentence)
Be able to produce vowels and consonants accurately Make liaisons Reproduce short sentences with correct stress and intonation		
All vowels, consonants, and semi-consonants, particularly *e* and mute *e* Liaisons (obligatory and impossible) Syllable and word boundaries Stress and intonation	Changes in meaning when form and spelling change Graphic symbols for singular-plural forms, masculine-feminine	Patterns *Il y a, Combien de . . . y a-til?* (For quantity)
Various orthographic representations of all vowels, consonants, and semi-consonants Mute *e* Liaisons Silent consonants and groups of consonants *M* for nasals before *p* and *b*	Changes in spelling when agreement occurs	Same as above
French and English differ considerably in sounds and stress, and in orthographic representations of sounds. French stresses only the last syllable of a thought group and/or sentence.	Nouns, adjectives, and determinatives agree with each other and with verb forms. There is generally 1 verb form to each personal pronoun. Distinguish between partitive and indefinite articles (*de, des*)	Word order differs from English, especially with pronouns and questions (where several interrogative patterns exist).

Six-year Sequence Grade 7

<table>
<tr><th colspan="2">Vocabulary</th><th>Culture</th></tr>
<tr><td>800-1,000*
words and
expressions</td><td rowspan="3">In the context of the topics or units:
greetings
leave-taking
classroom (including conversational terms)
numbers
colors
clothing
clock time
calendar time
school building
house
members of family
parts of body
common foods
weather
Christmas

Nouns, verbs, adjectives pertaining to these topics as well as function words like et, ou, mais, parce que, etc.

Emphasis is on oral-aural skills and on descriptive vocabulary, relating to the student personally.</td><td rowspan="3">Introduction to French culture should be an integral and natural part of teaching French but should not take the place of teaching the language. The environment of the classroom, French books, magazines, tapes, films, records, and pictures should stimulate the student's interest in learning about the following cultural items:
French names
forms of address
courtesy patterns
French school day and school year
24-hour clock
French houses
some typical foods and table manners
French holidays, especially Christmas, Easter
rhymes
songs and music

The units of vocabulary are obviously linked closely to the study of culture. As much of this as possible is done in French.</td></tr>
<tr><td>500
words and
expressions</td></tr>
<tr><td>800*
words and
expressions

500*
words and
expressions
*These figures are a maximum and should only be regarded as an indication.</td></tr>
<tr><td colspan="2">In spoken and written form, words make up a language. To communicate in that language one must grasp their meaning, isolated or in context, without conscious reference to English.</td><td>Cultural items are an integral part of a language. In listening to or reading the language, one must be aware of the nuances of cultural forms. To speak or write the language correctly also means to use culturally acceptable forms.</td></tr>
</table>

Six-year Sequence Grade 8 (Level II)

Phonology	Morphology	Syntax
Further work toward the mastery of sounds, especially those that differ radically from English ones, *r*, *u*, etc. Rhythm and melody of sentences	Prepositions and adverbs, place, manner, time Personal pronouns, esp. *on* Verbs imperfect, future and immediate future of regular verbs most common irregular verbs Reflexive verbs Pronouns, demonstrative, possessive, esp. *le mien, le tien, le vôtre,* reflexive, interrogative *quoi* Irregular forms of nouns and adjectives	Various expressions for possession Indirect style requiring only change in subject and not in mood of verb *Si* answer to negative question Pattern *moi aussi, moi non plus*
Further work toward the mastery of sounds, intonation, and stress		
Association of all French sounds with the right orthographic representations with emphasis on irregularities Cognates Homonyms (real and deceptive) Foreign words Silent letters and silent groups Accent and syllabication Rhythm and melody of sentences	Recognition of indirect and stressed forms of personal pronouns	
Adjectives denoting nationality or city are not capitalized unless they are used as nouns. Association of all French sounds with the right orthographic representations		
French pronunciation is more careful than English pronunciation (articulation more sustained). Foreign words are generally pronounced according to French system of sounds and graphic representation.	Tense functions often differ in French and English. There are many more verb endings in French than in English, and there are more irregular verbs. The range of meaning of prepositions also differs in French and in English.	Direct and indirect objects have other positions as nouns than as pronouns. Nuances attached to the position of adjectives

Six-year Sequence Grade 8

		Culture
1,000-1,500 words and expressions	In the context of the topics or units: daily routine telephoning shopping, money, sizes, measurements letters post office restaurant community doctor, dentist transportation city landscape travel animals holidays fairy tales } graded legends } versions Vocabulary should include functional words and *idioms* in current use. The aim should be toward a useful, active vocabulary practiced in a variety of situations rather than toward a large number of words memorized in isolation.	Visual and audio stimuli as well as the topics of vocabulary should suggest the following cultural items for study at this level: forms of letters French restaurants places in a French city France: landscape in regions main rivers main cities holidays, festivals legends folklore proverbs music — popular and classical current events
800 words and expressions		
1,000-1,500 words and expressions above grade 7		
800 words and expressions above grade 7		
Words and expressions in French are sometimes closely related to English but almost always differ in range of meaning.* Vocabulary is influenced by historical background, social customs, and other factors. *Pay particular attention to cognates (false and true).		Language reflects culture and culture influences language. Folkways, mores, gestures, activities, attitudes, and ideals as seen in the language and literature should be evaluated objectively.

Six-year Sequence Grade 9 (Level III)

<table>
<tr><th>Phonology</th><th>Morphology</th><th>Syntax</th></tr>
<tr><td>Further work toward the mastery of sounds
Increased length and speed of utterances
Nuances associated with different stresses and intonations</td><td rowspan="2">Comparisons adject., adverbs
Personal pronouns, stressed and indirect forms, y, en
Relative pronouns qui, que
Compound pronouns with même
Demonstrative, ceci, celui-ci
Indefinite pronouns and adjectives rien, personne, aucun, tout
Verbs, recent past, pluperfect, conditional present of regular verbs, more irregular verbs
Adverbs of quantity, assez, peu, beaucoup, etc.</td><td>Position of two personal pronouns in sentence
Position of negative part, rien, plus
Verb construction with infinitive, esp. il faut, and verbs requiring preposition such as demander à
Verbs of perception plus infinitive and object
Conj. si, present, plus future in main clause
Pattern: c'est . . . qui, c'est . . . que
Expression of duration, esp. Il y a . . . que, cela fait . . . que</td></tr>
<tr><td>Perfecting pronunciation with increase in speed of the total utterance
Greater awareness of minute pronunciation differences</td></tr>
<tr><td>Perfecting of reading skill with increase in fluency and expression
Technique in word attack</td><td>The same as above plus passé simple (used mostly in writing literary style) and past conditional (2nd form)</td><td>The same plus participial conjunctions</td></tr>
<tr><td>Perfecting of writing skill with attention to individual needs</td><td colspan="2">Expressing ideas in directed composition, using the correct word order and morphological forms, especially for verbs in the present, future, passé composé, imperfect, and present conditional</td></tr>
<tr><td>Student should understand a variety of French voices, intonation patterns, and stress patterns, at normal, rapid speed.</td><td>Rigid uses of tenses in subordinate clauses, as well as nuances attached to the choice of one word or tense
Frequent use of en, y
On often used in place of passive voice in English</td><td>Time and duration are expressed totally different in French and in English.
Complex and rigid word order in negative patterns with various particles, plus, rien, personne, etc.</td></tr>
</table>

Six-year Sequence Grade 9

<table>
<tr><th colspan="2">Vocabulary</th><th>Culture</th></tr>
<tr><td>1,500-2,000
words and
expressions</td><td rowspan="4">Typical vocabulary should include:
current events
sickness
education
vocations
government
history
biography

A variety of readers may be used at this level. Much of the passive vocabulary will depend upon the selection of reading materials and textbooks. A vocabulary suitable for writing letters, outlines, reports, and compositions should be developed. Emphasis should now be placed on a more abstract vocabulary connected with intellectual activity.</td><td rowspan="4">Cultural items studied at this level should include:
France:
government
educational system
recreation
highlights of economy, industry, history, and present political situation
Other French-speaking countries:
Belgium, Switzerland,
French Canada
French culture in Africa
The cultural study is done mainly in French, with some supplementary reading in English. It takes in:
the listening to recordings and viewing of films, filmstrips, and slides;
the discussing of what has been heard and read;
the reading of graded readers, periodicals, poetry, and literary prose;
the writing of letters, reports, and compositions.
All of the above should reveal an understanding of the French culture.</td></tr>
<tr><td>1,000-1,500
words and
expressions</td></tr>
<tr><td>2,500
words and
expressions</td></tr>
<tr><td>1,000-1,500
words and
expressions</td></tr>
<tr><td colspan="2">Each skill demands a certain amount and type of vocabulary. Beyond a general useful vocabulary one needs specific words suitable to the discussion of whatever topic is under consideration.</td><td>French culture must be evaluated objectively and on its own merits.</td></tr>
</table>

Six-year Sequence Grade 10 (Level IV)

<table>
<tr><th>Phonology</th><th>Morphology</th><th>Syntax</th></tr>
<tr><td>Introduction to regional differences
Poetic variations in the language in phrasing, rhythm, intonation</td><td rowspan="2">Exclamatives que, comme, quel
Relative pronouns lequel, dont, où
Verbs: present participle, future perfect, past infinitive, subjunctive present, conditional perfect
Passive voice
Subordinating conjunctions with subjunctive
Special uses of conditional</td><td rowspan="2">Word order with exclamations
Word order with relat. dont
Word order in passive
Conj. si + imperfect or pluperfect, and conditional in main clause
Conjun. quand, dès que, plus future or conditional in subordin.
Subjunctive constructions esp. with vouloir, demander, insister, attendre, insister, etc.
Gerund with en</td></tr>
<tr><td>Perfecting pronunciation with attention to individual problems</td></tr>
<tr><td>Perfecting reading skill with increase in speed</td><td>Same plus subjunctive (imperfect and pluperfect), moindre and pire as irregular comparisons</td><td>Same as above plus ne used with subjunctive</td></tr>
<tr><td>Perfecting writing skill, esp. punctuation, apostrophe, syllabication</td><td colspan="2">Expressing more complex ideas in directed composition using correct word order and morphological forms, especially verb forms with the subjunctive and special uses of the conditional</td></tr>
<tr><td>Poetic forms of the language may differ from everyday French. In turn, spoken French differs from written French. Not all French-speaking people pronounce sounds alike. But French as it is spoken in the Loire Valley is considered the purest and is understood by all French-speaking people.</td><td>Importance of subjunctive in French, but its tendency is to avoid all forms except present, especially in spoken French
The same fact may be expressed from two viewpoints through active and passive voice, but the latter is used less in French than in English.</td><td>Patterns are many but each is specific. Emphasis is often conveyed by use of a specific pattern (as well as by intonation as in English).</td></tr>
</table>

Six-year Sequence Grade 10

Vocabulary	Culture
Increase in vocabulary cannot be stated in figures. Passive vocabulary will, of course, be larger than active, but extent of both will depend on student's ability and willingness to speak and read French. Conversational topics should be chosen with consideration of the student's age and interests. They will range from current events to points of discussion from literary reading. The student should be able to read periodicals as well as literary works which are appropriate to his maturity level. His writing vocabulary should be expanded to enable him to express himself correctly for any occasion. Emphasis should be placed on a vocabulary suitable to: 1) express emotion, feelings; 2) express judgments, evaluations.	To gain an insight into the extent of French literature a student should be introduced to a variety of literary works which are appropriate to his age and interests. His reading should also include newspapers, magazines, and books on topics interesting to teenagers. He should be exposed to French music of various types and see films and pictures depicting many aspects of French life. He should discuss current events as well as events in French history with an increasing understanding of the French way of life.
The student should become increasingly sensitive to different levels of usage of vocabulary and expressions. Spoken and written vocabulary differ in volume and kind. The command of a large vocabulary can be achieved only through constant listening, speaking, reading, and writing practice.	Works of literature can be appreciated best in the language in which they were written.

Six-year Sequence Grade 11 (Level V)

<table>
<tr><th>Phonology</th><th>Morphology</th><th>Syntax</th></tr>
<tr><td>Utterances in standard French at various speeds and by a variety of voices should be comprehended.</td><td rowspan="2">Subjunctive (imperfect)
Verbs normally intransitive used in a transitive way
Impersonal il constructions
Tense correspondence between main clause and subordinate clauses in direct and indirect discourse
Nuances in use of passé simple and passé composé, of pluperfect and passé anterieur
Nuances in various ways of expressing commands
Special cases of subject-verb agreement
Special uses of definite and indefinite articles</td><td rowspan="2">Word order in indirect discourse
Position in sentence of adverbial expressions of place, time, manner, and degree</td></tr>
<tr><td>All sound and intonation patterns of French should be produced without hesitation.</td></tr>
<tr><td>All French graphic symbols should be associated with the sounds they represent.</td><td rowspan="2">Same as above plus recognition of pluperfect subjunctive</td><td></td></tr>
<tr><td>All graphic symbols should be written for the sounds they represent.</td><td>Continued practice in directed composition
Introduction and practice in free composition</td></tr>
<tr><td>The relationship of sound symbols and written symbols should be understood.</td><td>Discourse may be direct or indirect and requires different tense patterns according to case. The subjunctive expresses something which is contrary to fact, possible, doubtful, or desirable. The student should become increasingly aware of the differences in form and usage between spoken and literary French styles.</td><td>Sometimes a change in syntax may not affect meaning, especially in literature. Exceptions to well-established syntax patterns can occur.</td></tr>
</table>

Six-year Sequence Grade 11

Vocabulary	Culture
Amount of active and passive vocabulary is a matter of student's individual progress. A high rate of active vocabulary should be aimed for through a wide range of conversational topics, giving the student the ability to communicate in the modern world. Choice of literary works is the teacher's, but should be based on the ability, interest, and maturity of the students, developing in them a sensitivity to the differences between spoken and written vocabulary and between contemporary and older literary forms, words, and expressions. Consideration may also be given to the grouping of college-bound and terminal students for selective reading. A writing vocabulary appropriate to the occasion should be mastered.	The increased ability of the students to communicate in French and to read everything from newspapers to works of literature makes possible an appreciation and understanding of French contributions to: literature painting sculpture architecture dramatic arts music sciences Current events are listened to, viewed, discussed, read, and written about. Books, periodicals, tapes, films, slides, records, and pictures are resource materials used directly by the students. The choice of these materials is the teacher's, but he should take into consideration the age, maturity, ability, and interest of the student. With a group of college-bound students, the teacher at this point may want to begin studying some of the works mentioned in the Advanced Placement Program.
At this point, the students might be introduced to the French method of *explication de textes*, a very searching analysis of a short extract from a prominent writer as a way of becoming increasingly sensitive to nuances of words, style, and sounds (in poetry).	
Spoken and written communication employs a large volume and variety of words and expressions. Passive vocabulary should become increasingly active.	A knowledge of cultural forms and of the French heritage is a part of learning the French language.

Six-year Sequence Grade 12 (Level VI)

Phonology	Morphology	Syntax
All utterances in standard French should be comprehended.	All changes of meaning caused by gender, number, different uses of prepositions, tense, voice, mood of verbs, and other modifications should be comprehended.	Syntactical arrangements should be comprehended (especially those which are points of interference for Americans),
The sound and intonation patterns should be produced in a manner acceptable to native speakers.	Gender, number, prepositions, and forms of pronouns, tense, voice, mood of verbs, and other grammatical forms should be used correctly to express one's ideas orally.	used correctly orally,
The association of graphic symbol and sound should be made with near-native fluency.	In reading aloud and silently with near-native proficiency the student should recognize changes of meaning caused by different grammatical forms.	recognized with near-native proficiency,
The graphic symbol should be written for each sound with near-native proficiency.	Gender, number, prepositions, and forms of pronouns, tense, voice, mood of verbs, and other grammatical forms should be used correctly to express one's ideas in writing.	and used correctly in writing. Continued practice in free composition
The relationship of sound symbols and written symbols should be fully understood.		The use of word order to help express meaning orally and in writing should be fully understood.

Six-year Sequence Grade 12

Vocabulary	Culture
A student should be able to understand almost any word in standard French in normal conversational contexts.	A student should listen with understanding to audio stimuli and detect nuances of meaning relating to any aspect of French culture.
He should have an active speaking vocabulary appropriate to his age and capacity, enabling him to communicate in French with near-native fluency.	He should speak and write in culturally acceptable forms and in his speech and writing reveal some knowledge of the heritage of the people who speak French.
He should recognize in context a wide range of vocabulary items. If he is planning to continue French in college, he should do extensive outside reading to familiarize himself with many literary forms, words, and expressions.	He should read everything from newspapers to works of literature with an understanding of its place within the French culture. A student planning to continue his studies in French in college should familiarize himself with literature in his field of interest.
A student should have a writing vocabulary which is appropriate to the occasion.	Continuation of Advanced Placement Program, if previously introduced.
To understand, speak, read, and write French, one must have command of a large and appropriate vocabulary.	The heritage of the people who speak French is a rich and interesting one. The French culture should not be evaluated from the standpoint of Anglo-American culture.

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Harold Madden
South Campus High School
Waukesha

Gertrude Meyer
Longfellow Junior High School
Wauwatosa

Helene Monod-Cassidy
University of Wisconsin
Madison

Ruth Nixon
Wisconsin State University
La Crosse

Kenneth Nylund
Formerly Whitefish Bay High School

George Patmythes
Hayward Community Schools

Stephanie Sander
Longfellow Junior High School
Wauwatosa

Alma Silvernail
East Senior High School
Wauwatosa

Lillian Trottier
Whitefish Bay High School

Jack Troupe
Lincoln High School
Manitowoc

Frieda Voight
University of Wisconsin
Milwaukee

Dorothea Wagner
South High School
Sheboygan

Clarence Wilkinson
Marquette University
Milwaukee

Ronald Wright
Longfellow Junior High School
Wauwatosa

Essentials for Communication

Vocabulary	Culture	Ultimate Goals
to hear and understand words in normal conversational contexts	to detect nuances of meaning relating to social position, family relationships, customs, national traditions, literary classics, etc.	to comprehend aurally new arrangements of familiar material when spoken at normal tempo and with normal intonation and rhythm
to acquire an active speaking vocabulary appropriate to the age, maturity level, and capacity of the student and one which is appropriate for communication in the modern world	to use culturally acceptable forms appropriate to the age, social standing, and occupation of the person addressed and to reveal some knowledge of the heritage of those who speak the foreign language	to reorganize familiar vocabulary and grammatical forms and to apply them to new situations using pronunciation and intonation in a manner acceptable to a native speaker
to recognize in context a wide range of vocabulary items with sensitivity to the differences between spoken and written vocabulary and between contemporary and older literary forms, words, and expressions	to be able to read items ranging from newspapers to works of literature. This implies a basic knowledge of the history, literature, current world position, etc., of countries in which the language is spoken.	to read directly without constant recourse to a bilingual vocabulary list
to express one's ideas in writing using vocabulary which is appropriate to the occasion	to use the appropriate style according to the nature of what is being written	to express one's ideas — idiomatically and freely in writing
to understand that the semantic range of foreign words usually differs from that covered by the nearest English equivalents	to evaluate the foreign culture objectively and on its own merits rather than from the standpoint of Anglo-American culture	to apply spontaneously everything one has learned to new situations